



FORD
NEXT GENERATION
LEARNING 

Community Connected Learning

Knox County Phase 1: Explore Report

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The background is a solid blue color with a collage of faint, white, hand-drawn icons and text. The icons include hands shaking, puzzle pieces, a graduation cap, a lightbulb, a gear, a dollar sign, a bar chart, a line graph, a magnifying glass, a pair of glasses, a coffee cup, and a person's silhouette. The word "GROWTH" is written in a large, bold, sans-serif font, and "TOGETHER" is written in a smaller, similar font. There are also some numbers like "30%" and "PLAN" scattered throughout.

The

FORD NGL MODEL *for*

COMMUNITY

CONNECTED

LEARNING

Ford NGL Communities around the *world* will achieve the following long-term outcomes:



Young people prepared for college, careers, lifelong learning, and leadership



Community prosperity shared by all



Strengthened talent pipeline



Educational equity and justice for all



Capacity to contribute and go further



FORD
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Community Connected Learning

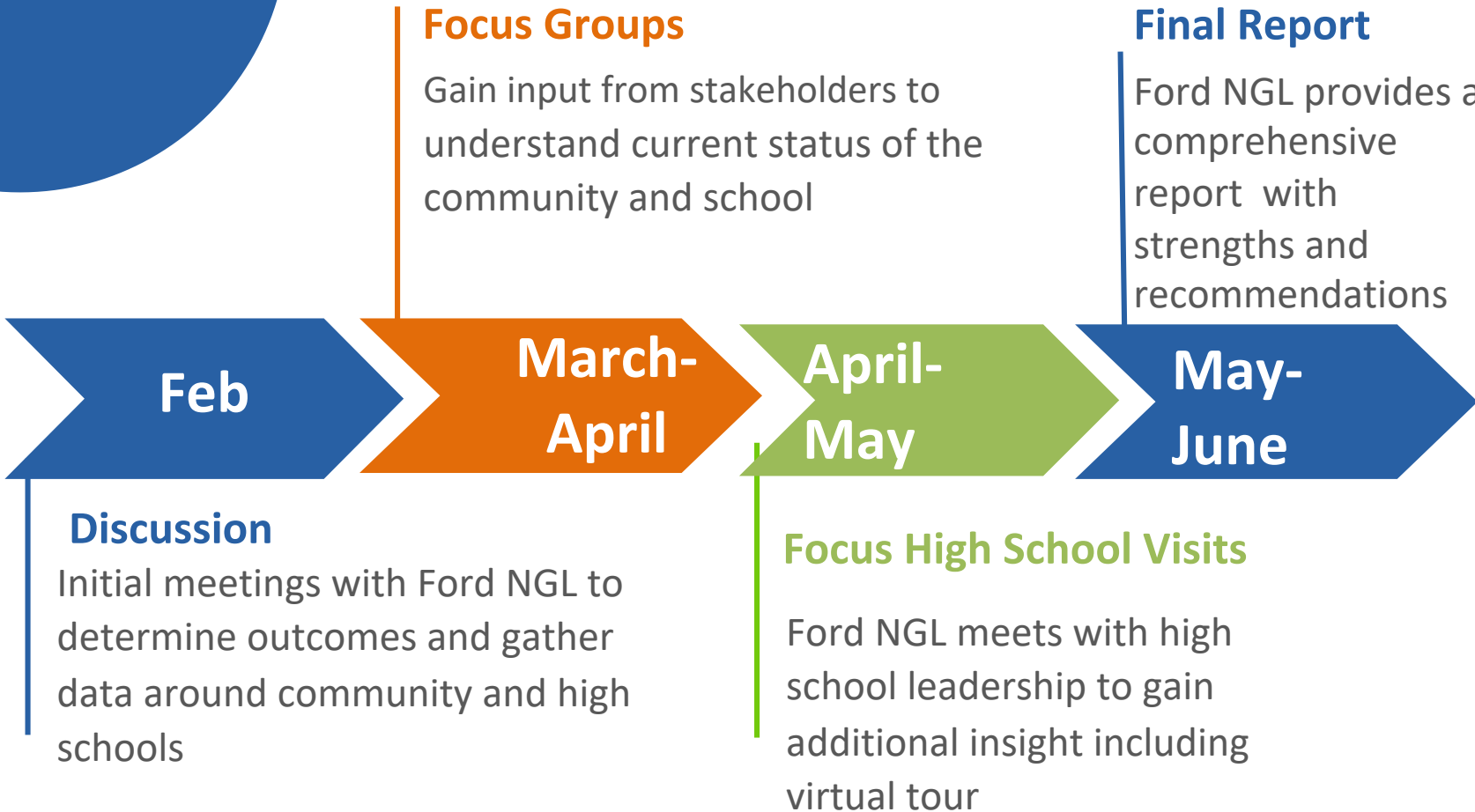


EXPLORE Outcomes:

- Community understands the benefits and features of transforming the secondary school experience using the Ford NGL community-connected approach.
- Ford NGL understands the community data and the community's current status.
- Community has sufficient information on Ford NGL design to support a decision on the next steps.

Explore Virtual Visit Key Tenets

- **Commitment**
- **Capacity**
- **Current Status**
- **Readiness**



Exploring Knox County

Reviewed data from a variety of sources

- Workforce and industry trends
- Student demographic and performance information
- Culture surveys of central office and teachers
- Career and Technical program offerings and enrollment
- Course catalog
- Dual enrollment offerings

Conducted focus group meetings

- Over 50 meetings – Teacher-15 schools, Student- 15 schools, Parent- 12 of 15 schools.
- Knox County Schools- district leaders, school board members, high school leadership, business and community leaders, post-secondary institution representatives, teachers, parents and students

Key Findings: Strengths

District and School Leadership

- Committed, enthusiastic, passionate about transformation

School Culture

- Inclusive, inviting and positive

Teachers

- Recognize the need for change and prepared to undertake a transformation

Student Academic Success

- KCS outperforms the state average
- Multiple options for advanced courses, dual credit and industry certifications

Knox Education Foundation

- Committed to providing resources to support the transformation
- Engaged in the broader business community needed for community-connected learning

Key Observations: Challenges

Equitable Experiences

- Not ALL students have access to experiences and opportunities
- Significant differences in student learning experiences through the lens of project-based learning, career exploration and readiness for post-secondary opportunities

Integrated Career Advising

- Use of student aptitude data (YouScience) is unclear as related to student career planning
- No cohesive district-wide plan for career planning
- Independent student investigation regarding career planning

Post-secondary Preparation

- No evidence of a district-wide plan to support post-secondary options however there is a push for all students to pursue post-secondary education
- Potentially several 1st Generation college goers however there is no scaffolded approach to providing post-secondary planning assistance
- Discuss other post high school options

Course and Career Pathway Advising

- Limited amount of information regarding course and career pathway advising
- No evidence that career pathways are connected to post-high school plans
- Limited awareness of sequential programs of study

Key Observations: Challenges (continued)

Career and Technical Education Programs

- Review current CTE programs for alignment to industry and workforce needs based on high school location
- Students are not completing a 2-year CTE course sequence thus limiting achievement of concentrator status and industry certifications
- Student demand is outweighing program capacity
- Systems and structures are not in place for strategic advisory board roles and responsibilities

Business and Civic Engagement

- Limited business engagement in most high schools
- Most high schools do not have a continuum of work-based learning opportunities for students
- There is no district wide plan to ensure all students have similar experiences and expectations related to work-based learning.
- The district has not established accountability measures for consistent business and civic engagement across all high schools

Key Observations: Recommendations

Equitable Experiences

- Assess and build systems and structures to assure ALL students have opportunities for success during high school but also upon graduation
- All stakeholders have a voice- students, parents, teachers, post-secondary, community and businesses to build systems of communication and collaboration.
- Align resources to assure educational equity
- Create a system of teacher collaboration to plan and support academic progress, experiences, and supports for all students.

Integrated Career Advising

- Create a plan to assure ALL 9th grade students complete the student aptitude assessments (YouScience) modules and results are connected to career and course planning.
- Provide teachers with appropriate professional development to allow for incorporation of career-development activities into classroom instruction.
- Consider a freshman seminar course at all high schools to assist students to make informed decisions about career cluster and pathways.
- Create a structure for scaffolded career exploration and expose for all students.

Post-Secondary Advising

- Provide a scaffolded approach to preparing students for post-secondary choices
- Include grade appropriate experiences such as college tours, application assistance, financial aid and scholarships, and social and emotional counseling
- Develop a plan so ALL students have access to early post-secondary opportunities
- Assure all options are included such as apprenticeships, certificate and technical programs

Key Observations: Recommendations (continued)

Career Pathways

- Develop a district wide framework for accountability to the pathway system
- Consider using the 9th grade as an exploratory year with pathway selection beginning in the 10th grade
- Develop a suite of pathway resources that are available beginning in the middle schools for educators, students and parents

Career and Technical Education Programs

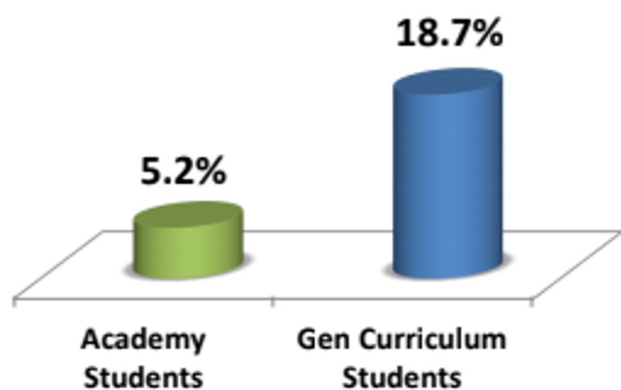
- Re-assess current CTE offerings at each high school using business/industry location as criteria
- Review CTE programs for future opportunities
- Explore CTE staffing patterns to assess for student demand

Business and Community Engagement

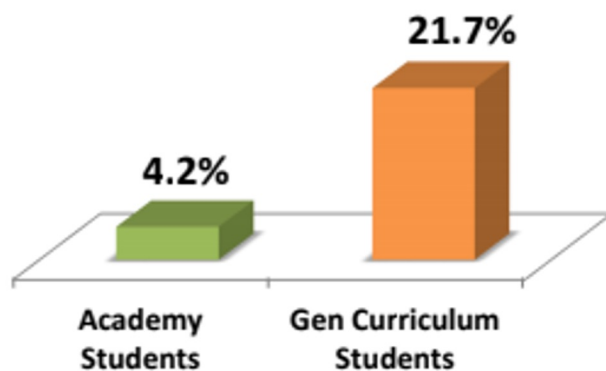
- Compile list of current business partners and levels of engagement
- Develop a district-wide plan to equitably engage businesses across all high schools
- Create structures to engage all business and community stakeholders to advocate, advise and assist in the academy work

Key Academy Indicators: Baseline Data

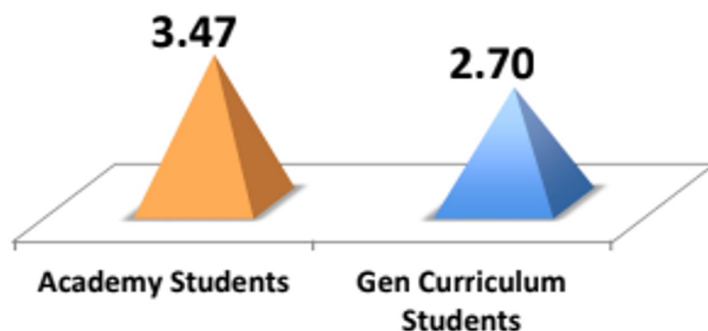
Suspension Rate



Attendance < 90%

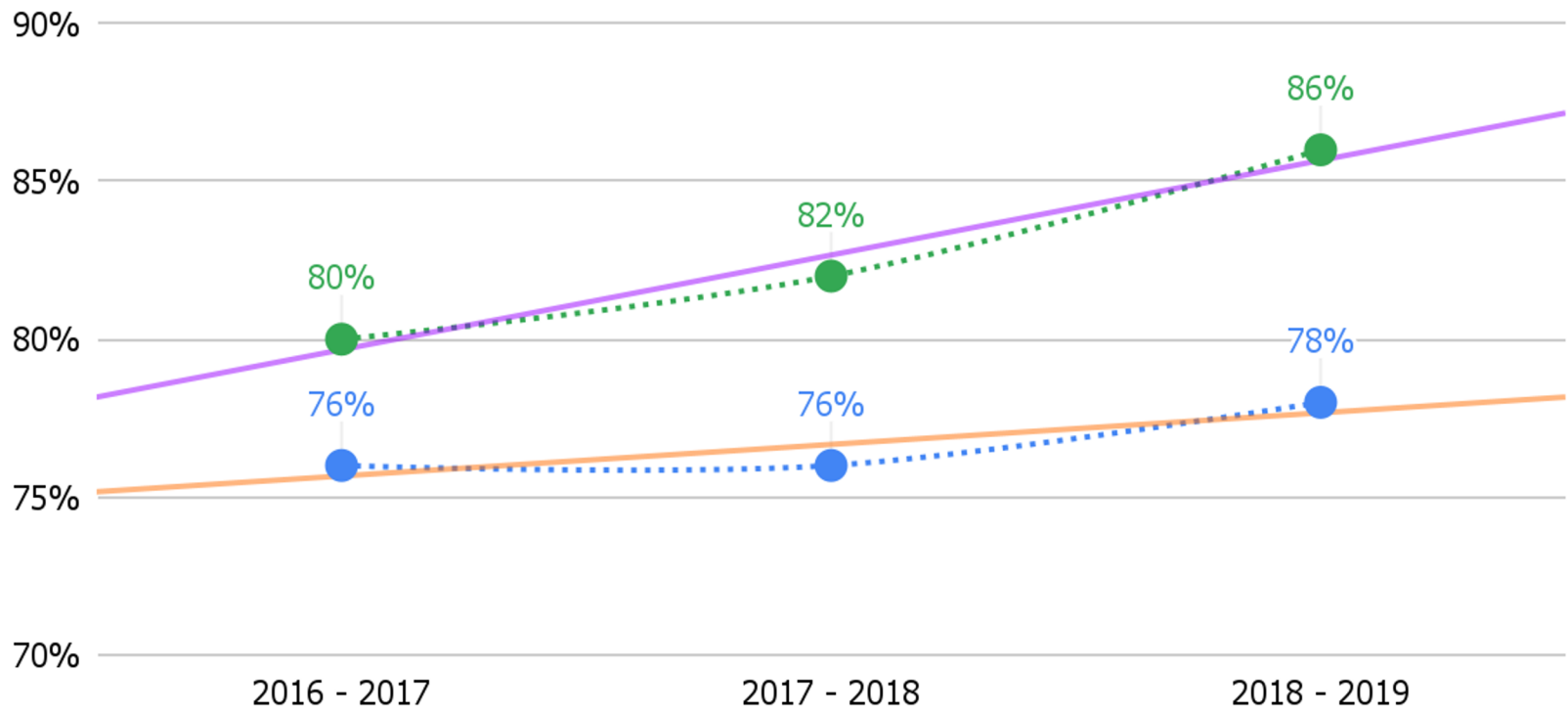


Cumulative GPA



Hampton, VA: Algebra I Proficiency and Pass Percentage

● Proficient Percent — Trendline for Proficient Percent ● Pass Percent
— Trendline for Pass Percent



Lexington, KY



INDICATORS OF SUCCESS

FRESHMAN ACADEMY- 9TH GRADE ATTENDANCE

	2016-17	2017-18	DIFFERENCE
BSH TARDIES	3,828	2,692	-30%
BSH ABSENCES	6,003	3,315	-48%
TCH TARDIES	5,171	4,098	-21%
TCH ABSENCES	5,167	4,528	-12%

Source: Fayette County Public Schools

Lexington, KY







INDICATORS OF SUCCESS

FRESHMAN ACADEMY- 9TH GRADE BEHAVIOR

	2016-17	2017-18	DIFFERENCE
BSH: IN-SCHOOL SUSPENSION (SAFE)	872	645	-26%
BSH: OUT-OF-SCHOOL SUSPENSION	169	92	-45%
TCH: IN-SCHOOL SUSPENSION (SAFE)	376	173	-54%
TCH: OUT-OF-SCHOOL SUSPENSION	483	357	-26%

Source: Fayette County Public Schools

Next Steps

- Commitment 
- Capacity 
- Current Status 
- Readiness 

THE FORD NGL ROADMAP

PHASE 5: GO FURTHER

1. Deepen the implementation of the systems, structures, processes, and competencies to support and sustain continuous improvement including an intentional focus on distributed leadership and succession planning.
2. Create and share innovations that will support the entire Ford NGL Network.

PHASE 3: PLAN

1. Achieve community-wide consensus on and ownership of a vision for transformation and learn what it will take to implement the vision.
2. Create a community-wide three year master plan for achieving the vision that is aligned with the school district's plans.
3. Agree on a set of priorities for the first year of implementation.
4. Strengthen the systems, structures, processes, and competencies needed to implement the plan and guide continuous improvement.

PHASE 1: EXPLORE

1. Understand the benefits and features of transforming the secondary school experience using the Ford NGL community-driven approach.
2. Readiness and commitment to embrace the Ford NGL transformation.

PHASE 4: IMPLEMENT

1. Strengthen community-wide capacity to implement and continuously improve the educational system.
2. Implement the systems, structures, processes, and competencies to support and sustain continuous improvement with all key individuals and groups engaged.
3. Inspire, share, and contribute to the Ford NGL Network.

PHASE 2: ENVISION

1. Deepen community-wide understanding of the benefits and features of transforming the secondary school experience using a community-driven approach.
2. Understand and develop the systems, structures, processes, and competencies needed to implement the plan and guide continuous improvement.
3. Deepen community-wide commitment to embrace the Ford NGL model for transformation.

Moving to Phase 2: *Envision* and Phase 3: *Plan*

- Community-connected process with key stakeholders
- Establish the “why” for transformation
- Community-wide definition of equity
- Create the Knox County Profile of a Graduate- the “North Star”
- Develop a 3-year Master Plan to guide the work
- Set up the systems, structures and processes that will lead to a successful implementation of the Master Plan



We have come a long way as a state in focusing on students' readiness for postsecondary success. However...

- ACCESS to postsecondary is not enough
- There is a DIFFERENCE between preparing to graduate and preparing for SUCCESS
- Building the local TALENT PIPELINE begins in our high schools
- It's NOT enough to help SOME students succeed